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ABSTRACT

The Chapter 1 district program for Superior, Wisconsin, is described in terms of the following: (1) district information; (2) program and project information; (3) goals and objectives; (4) coordination with regular and special school programs; (5) parent and community involvement; (6) professional development and training; (7) leadership; (8) instructional materials, methods, and approaches; (9) expectations for student learning and behavior; (10) school/classroom climate; (11) maximum use of academic learning time; (12) monitoring of student progress; (13) feedback and reinforcement; (14) rewarding and recognizing excellence; and (15) using evaluation results for project improvement. Fifty-nine percent of the Chapter 1 Kindergarten students moved on to the first grade after a year, and needed no further Chapter 1 services. (PS)

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SCHOOL DISTRICT OF SUPERIOR

CHAPTER I KINDERGARTEN PROGRAM

BY

Beth Arnson
Chapter I Coordinator

and

Bonita Trauba
Chapter I Kindergarten Teacher

School District of Superior
Chapter I

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OFFICE OF THE SECRETARY

CHAPTER 1 PROJECT IDENTIFICATION PROGRAM

COVER SHEET

Local Superintendent's or Chief Operating Officer's Name (Mrs., Miss, Ms., Mr., (Dr.))
William B. Heebink

Education Agency's Name School District of Superior

Address School District of Superior
823 Belknap Street
Superior, Wisconsin 54880

Telephone Number (715) 394-0600 Congressional District(s) _____

I have reviewed the information contained on this form and, to the best of my knowledge, it is accurate.

William B. Heebink
Superintendent's Signature

Date January 16, 1986

Chapter 1 Coordinator's Name (or other official responsible for project administration) (Mrs.), Miss, Ms., Mr., Dr.)
Beth V. Arnson

Address CHAPTER I
823 Belknap Street
Superior, Wisconsin 54880

Telephone Number (715) 394-0479

Date of most recent SEA on-site review of project November 26, 1985

I have reviewed the information contained on this form and, to the best of my knowledge, it is accurate.

Beth V. Arnson
Chapter 1 Coordinator's Signature

Date January 15, 1986

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State Wisconsin

Chief State School Officer's Name (Mrs., Miss, Ms., Mr., Dr.)
Herbert Grover, State Superintendent

Address

Telephone Number ( )

I hereby nominate this project for consideration under the Chapter 1 Project Identification Program. To the best of my knowledge, the information contained in this form is accurate, and the project is being implemented in compliance with Federal requirements.

Chief State School Officer's Signature

Date

Name and Title of Person(s) completing form
Mrs. Beth Arnson, Reading/Chapter I Coordinator
Mrs. Bonita Trauba, Chapter I Kindergarten Teacher

CHAPTER I PROJECT IDENTIFICATION PROGRAM

Ia. DISTRICT INFORMATION
(Complete only if project operates in a local school district, unless project is a State Migrant Program. State Agency Programs should be described on the next page.)

A. District Name School District of Superior

Name of Contact Person Beth V. Arnson, Reading/Chapter I Coordinator

Telephone Number (715) 394-0479

B. Descriptive Information for the 1984-85 school year.

1. Total District Enrollment 5568

2. Total number of classroom teachers 243.8

3. Grades or equivalent education span of district K-12

4. What is the racial/ethnic composition of the student body in your district/agency?

5.28	% American Indian or Native Alaskan
.56	% Asian or Pacific Islander
.31	% Hispanic
.39	% Black, not of Hispanic Origin
93.46	% White, not of Hispanic Origin

5. Total population in school district 35,960

6. In general, how would you classify the district?
Rural _____ Small town _____
Suburban _____ Urban X

7. What percentage of the students in your district comes from low-income families? 33.74% (Please indicate how you determined this number.)
Target Method D - Free School Lunch Application - ECIA Chapter I 1984-85

8. Please describe briefly any significant changes that have occurred in these student figures during the last 3-5 years.

No significant changes

31.30% FY80 application

Ib. PROJECT INFORMATION
(Everyone must complete this section.)

A. Project Title: Superior School District Chapter I Kindergarten Program

B. Program Category
Basic Grants to LEA X
Migrant Education _____ Section 141 _____
Section 143 _____
Neglected Delinquent _____
Handicapped _____

C. Area(s) of Service Submitted
Reading _____
Mathematics _____
Oral Language _____
Other Language Arts _____
Other (Specify) Early Childhood - Kindergarten

D. Number of children participating from public school 46
non-public school 5

E. Grade level(s) or equivalent span of children receiving project services K

F. Number of staff in the Chapter I project: Teachers 1
Aides 3
Volunteers 0

Describe educational background/experience
1 Kindergarten Teacher, B.S. degree; 14 years experience in the Chapter I pre-school and kindergarten program.
3 Home Visitors. One home visitor has 10 years experience as a home visitor in the Chapter I pre-school program plus 5 years experience in the present Chapter I kindergarten program.
Two home visitors each have 10 years experience as aides in the Chapter I Extended Kindergarten Program that preceded the present program, and 5 years experience as home visitors in the present program.

G. School year(s) for which this project is being nominated.
(Must include school year 1984-85) 1984-85

H. Estimated Chapter I annual per pupil cost to conduct this project in school year 1984-85 $853.39

I. Primary educational needs of students served by our Chapter I project, how they were determined, and ongoing procedures for reviewing their relevance.
The primary educational need of the kindergarten children in the Superior district is in the pre-reading area. A combination of both cultural and economic factors limits the experiential and educational backgrounds of these children.

These needs were determined by: 1) The Cognitive Skills Assessment Battery, 1981. The pre-test results are compiled each year and is our indicator of the specific areas of greatest need; 2) Through the annual needs assessment conducted each spring, kindergarten curriculum

items are identified. For example, the drawing a person, visual and auditory discrimination sections were added to the skills chart through this process.

This procedure is done each year to provide an ongoing process.

J. Selection of students for the Chapter I project.
Kindergarten students are identified for the Chapter I program by their performance during district-wide kindergarten screening and/or on referral of their kindergarten teacher.

The DIAL®(Development Indicators for the Assessment of Learning, 1975, Childcraft, 20 Kilmer Road, Edison, New Jersey, 08817) is used during the District kindergarten screening. Students falling below their age equivalent in concept, communication, and fine motor skills become eligible for Chapter I evaluation by means of the CSAB (Cognitive Skills Assessment Battery). All identified students are administered the CSAB to determine eligibility. Children scoring below 9 (or 60%) are eligible for Chapter I. In all cases each student is evaluated for eligibility by the CSAB whether or not they have passed, failed, or not received the DIAL testing.

K. Names of schools or institutions participating in the Chapter I project, and if it is an LEA project, the percentage of children from low income families for each school during school year 1984-85.

Name	% of Children from Low Income Families
1. Blaine	48.45%
2. Bryant	34.22%
3. Cooper-Weisberg	30.70%
4. Nelson Dewey	27.50%
5. Ericsson	73.19%
6. Franklin	38.89%
7. Pattison	29.16%
8. Washington	33.33%
9. Cathedral	Private School

PROJECT DESCRIPTION/ATTRIBUTES OF SUCCESS

*1. Clear Project Goals and Objectives

The Chapter I district program for Superior has been securely established over the years by means of the annual needs assessment. Continued monitoring for quality is an on-going task shared by parents, regular classroom teachers, and Chapter I teachers. If indications appear that implementation of the program is not being successful, or, conversely, being extraordinarily successful, steps are taken to address the identified area immediately. Overwhelmingly, reading has been recognized as the top priority for our program. Though math needs are gaining, well over 65%, our surveys continue to place reading as the primary objective. Therefore in grades one through nine Superior's entire focus is on reading, using the Language Experience approach--the ever present goal being to bring the student to grade level reading.

The kindergarten program, while using a sequential developmental approach to all skill areas, incorporates the philosophy of the Language Experience approach to make the transition from kindergarten to first grade fluent for the student, should continued Chapter I eligibility exist.

The overall goal of our kindergarten/reading program is to have the student become ineligible for the Chapter I program and move into his/her regular classroom and successfully function at grade level.

The entire program in Superior is based on communication with the parents, classroom teachers, administrators, board members, and community members through planned parent meetings, informal as well as formal meetings with the Chapter I/classroom teacher, staffings, conferences, and home visits. Information is disseminated liberally by means of the printed word. The safeguard that the program objectives are attained and reinforced is the accountability the staff has to the parents and students. Open communication is a solid attribute of Superior's Chapter I program.

Superior School District's Chapter I kindergarten program is established on two primary goals:

Goal 1 To provide a developmentally appropriate and supportive program in the basic kindergarten skill areas: concepts, communications, and fine motor, through a three-phased program of Chapter I services.

Identification of Goal 1 Based on a needs assessment incorporating the results of the district-wide kindergarten screening program and input from kindergarten teachers and parents, the Chapter I kindergarten program was designed.

Twelve per cent (11.78%) of the five year old kindergarten students in the district targeted attendance centers were identified by the 1984 pre-test as having basic skills levels that were below the kindergarten appropriate level. (See chart on next page)

Kindergarten students qualify for the program by testing below their age appropriate levels on the Cognitive Skills Assessment Battery, 1981. Specific instructional objectives are based on this outline of skills and instructional activities and materials are then individually designed to teach each child according to his deficient areas.

KINDERGARTEN 1984-85
(3rd quarter enrollment figures)

	Total Kindergarten Enrollment	Total Chapter I Enrollment	Percentage Served
Blaine	48	12	25.0%
Bryant	45	8	17.8
Cooper	72	9	12.5
Dewey	42	4	9.5
Ericsson	40	5	12.5
Franklin	27	8	29.6
*Pattison	69	--	--
**Washington	32	--	--
Cathedral	58	5	8.6
Total:	433	51	11.78% of all kindergartners

These areas of low level kindergarten entry skills continue to be identified as a current Chapter I service priority by the fall 1985 pre-test results.
*(Pattison) No kindergarten teacher referrals to the Chapter I program.
**(Washington) Because of Chapter I cut-backs, it was not considered cost effective to do home visits in the rural areas. In response to this in fiscal year 1986 we are piloting a two-hour in-house project at the Lake Superior Elementary (a new school encompassing Franklin/Washington population).

Assurances of Goal 1

The kindergarten program provides instruction, reinforcement and practice in three separate components.

Phase One (Instructional). The Chapter I teacher conducts a regularly scheduled one-hour small-group (four-six students) classroom per week in each of the Chapter I targeted schools. Pre-reading materials and activities are presented in a sequential pattern to help low-achieving children build the broad base of basic skills and concepts necessary for success in their regular Kindergarten Experience.

Phase Two (Reinforcement). A Chapter I teaching aide (home visitor) visits each student on a one-on-one level for an hour per week in the child's home. The home visitor provides appropriate materials designed to meet the child's specific needs. This portion involves the parent in their child's learning process as well as further reinforcing the basic concepts introduced in the instructional component.

Phase Three (Practice). A parent-packet is developed containing appropriate skill level activities for the parent and child to do together at home for review at the next home visit. Some activities are begun in the second phase for completion during the week to encourage the parent in "how to help" their child and assure that the directions and goals are understood and easily followed. Ten to fifteen minutes per day are suggested for these activities, practicing the skills and concepts presented in the previous phases.

Goal 2

To involve the parents directly in the learning process of their own child.

Identification of Goal 2

Based on the research of the importance of parent involvement and the emphasis on parent involvement in the Chapter I legislation, a parent/school team approach to the student's academic experience is a priority in this Chapter I program.

Assurances of Goal 2

To implement the goal of a home/school team the program provides:
- an initial conference with the parent to go over the child's pre-test results, pointing out the areas of the child's deficits in basic skill areas that need remediation.
- a series of basic skill charts to be used at home, which provide an understanding for the parent regarding the immediate and long range goals and objectives of the program.

The home visit and parent packets provide continued instructional emphasis in the basic skill areas as well as involving the parents' better understanding and aiding in their child's learning process.

The goals and objectives of the Chapter I program are ongoing, communicated to the parents weekly during the home visits. The basic skill charts are used to show the progression up the developmental skill level hierarchy, a process visible to both the parent and child. The charts are also used with the regular classroom teachers during a bi-weekly informal conference. It is during the conference that it is noted if skills developed successfully in the small group sessions are carried over to the large group experience.

Parents, students, regular classroom teachers, and other members of the community learn about the goals and objectives of the program through publications, presentations, and other channels, including: Chapter I annual meeting, Reading Days at the Mall, Parent Teacher conferences, School District 5663 Board of Education meetings, articles in local newspapers, and informal communication of Chapter I staff and the school/local community.

2. Coordination with the Regular School Program/Other Special Programs

a. How are the overall instructional goals of the Chapter I project intended to complement the instructional goals of the regular school curriculum? What evidence is available to indicate that the program integration actually occurs?

Since the Chapter I kindergarten pre-reading program operates within the district readiness program, the instructional goals are complementary. Curriculum objectives are consistent. Chapter I provides supplemental, creative materials, specially trained staff, success oriented instructional methods and a small group design to supplement the district program.

b. Please describe opportunities for planning and coordination of content and skills instruction between the Chapter I teacher and the regular classroom teachers.

As members of district departments, Chapter I staff are involved in departmental meetings and district in-service programs for coordination and planning. Ongoing communication occurs each week between the regular classroom teacher and the Chapter I teacher as the students return to their classroom. Together, the teachers examine progress and discuss changes that may be relevant.

c. What other procedures are followed to ensure that the Chapter I project is coordinated with the regular school program? With other programs?

Other procedures that ensure coordination of the Chapter I projects

include: Chapter I teachers are evaluated by the Chapter I coordinator and the building level administrator; Chapter I staff representatives serve on school and district committees; the Chapter I kindergarten teacher is a member of the district kindergarten curriculum committee, which makes it possible to coordinate objectives and goals, only at a lower developmental level. She also cooperates with counselors and special education personnel to contribute information pertinent to proper placement and delivery of services to Chapter I eligible students. The Chapter I program Coordinator is the district's K-12 Language Arts Coordinator, and serves as a central staff administrator to provide for program/district coordination.

*3. Parent/Community Involvement

a. Please describe how parents and other community members and/or organizations are involved in the planning, implementation, evaluation and support of the Chapter I program.

Parent involvement in the Superior School District is strong. Opportunities are provided and participation is encouraged throughout the year. Beginning with the annual meeting, held in September, continuing on a bi-monthly basis at the individual school PAC meetings, and culminating in an awards day at the end of the school year, parents attend, assist, and speak. For example, at the 1985-86 annual meeting the mother of twin boys, who had participated in the kindergarten program, expressed her gratification for the program. As a result, one son had no current need for the program as a first grader, and the other was having a very successful first grade experience with the continued support of the Chapter I Reading program.

In other instances, parents are invited to the classroom to observe and help. Presently a program for parents of children in two of our schools is being coordinated to display not only the kindergarten in-school activities, but also to show how the transition from the kindergarten program to the Chapter I Reading program in first grade is effected. This assures parents their child's needs are continually being monitored.

The community is kept abreast of Chapter I events by articles in the newspaper--from meeting notices to informative narrative. Most recently Chapter I had a "Birthday Party" held at the local shopping mall. Parents were notified by individual flyers, phone calls, and newspaper articles. The "Birthday Party" included helium balloons, cake (distributed to all), and displays of student work from the kindergarten program through the 9th grade.

The parent/teacher/student/community involvement also includes participation in annual needs assessment meetings where input is sought and recommendations are made. In addition, attendance at regional meetings is promoted. Generally a substantial number of parents are able to attend.

b. Please describe opportunities for parents to be involved in the actual instructional program of their children in the Chapter I project.

The Chapter I kindergarten program involves the parent directly in the home-visit component. The home-visit includes:

1) The child's and his parents' ongoing update of the Chapter I calendar (that is left in the home), describing the week's happenings and changes in the weather.
2) Ongoing review of the skill charts (also left in the home), to see if any stickers can be awarded.
3) Materials from the classroom session are described to the parent by the child so parent may become aware of the child's educational progress.
4) Review of parent packet materials done the previous week.
5) A project using creative materials; i.e., collages, designs, illustrations of story, monthly calendar seasonal symbols.
6) A project using manipulatives, puzzles, games, mosaics.

The Parent Packet includes:
1) Activities begun in the home visit to insure continuity in the project.
2) Materials to reinforce project instructional objectives.
3) More puzzles - games - to enhance student's fine motor and fair play skills.
4) A story that fits with the seasonal activities.

Parents are encouraged and always welcome to visit the small group classroom, and the Chapter I kindergarten teacher often joins the Parent-teacher conference. Rapport between the home visitor and the parent and the child becomes so comfortable that we are extremely excited and gratified by the warm acceptance and cooperation with the home visitation facet of the program.

Professional Development and Training

a. Please describe any Chapter I project-specific staff development activities in which the project staff participated. Include information about the in-service training, the time of day/week it takes place, and who and what proportions of project staff are involved.

ACTIVITY	Timeline	Project Staff Involved
Program Orientation	August	Coordinator, instructional and support staff.

Kindergarten Inservice

The Chapter I kindergarten project benefits greatly by having a long and continually improving program. The teacher and the three home visitors have worked together for fifteen years, with many in-services. For the last six years time has been set aside for a regular staff meeting at 8:30 each Monday morning for:
1) Discussion and evaluation of current materials and their appropriateness to the students' needs.
2) Exchange of methods for better success.
3) Exercises in developing cutting skills, progression starting at the three-year developmental level and bringing it up to the five year level.
4) Discussion about new materials and the objectives and goals sought; i.e. symbols and snowman without black hat, eyes, nose, and buttons assembled on February calendar--not real but a symbol is being established.

5) Materials finished in classroom are critiqued with child's home visitor with suggestions for modes of improvement in skill areas.
6) Classroom materials going home via home visitor. Monthly calendars and skill charts are all project control devices as well as fun and exciting activities for the children.

ACTIVITY	TIMELINE	PROJECT STAFF INVOLVED
Early Childhood Education Conference, University of Minnesota, Duluth. "Joining Hands with Children", Alice Honig, College of Human Development, Syracuse University, Emergency Issues in Early Childhood Education.	Sept. 28, 29, 1984	Kindergarten project instructor and home visitor
Northwest Chapter I Regional Parent-Teacher Involvement Conference a) A "how to" involve parent theme for teachers. b) Program sharing c) Program information for parents as educational partners. d) Superior kindergarten project presentation to other staff/parents.	April 1985	Coordinator, instructional and support staff plus several parents
Chapter I Northeast Regional Parents and Teachers Conference a) Program sharing section b) Story telling section c) Superior kindergarten project presentation	October 1, 1984	Chapter I Liaison, Lead Reading Teacher, Kindergarten instructor

5. Strong Leadership

a. In what ways do your building principal(s) and/or project director demonstrate instructional leadership?

The Chapter I Coordinator served on various school district committees, including curriculum review, teacher inservice, teacher assistance, and the gifted and talented committees. Building principals made similar commitments.

Also, the Chapter I Coordinator is a regular participant in statewide Chapter I meetings.

The Chapter I Coordinator demonstrated additional instructional leadership in the following ways:

1) Reviewed research, disseminated research, and encouraged staff application;
2) Motivated through open communication and recognition of staff achievement;
3) Provided regular staff supervision and evaluation.

b. Are there regular procedures, formal or informal, for communication between the principal and/or project director and the Chapter I staff? If so, please describe them.

The building principals and Chapter I Coordinator communicate by:
1) Regular informal contact
2) Memos
3) Monthly newsletters
4) Monthly Chapter I staff meetings
5) Classroom visitations with Coordinator bi-monthly.

c. How do the principal(s) and/or project director rally support from the different constituencies in the school community for the Chapter I project?

1) School personnel are invited to special Chapter I student programs.
2) Chapter I staff participate in an annual program called "Reading Day at the Mall". This is community oriented.
3) Regular parent activities through program components.
4) Reports in publications including the school and community sources.

Appropriate Instructional Materials, Methods and Approaches

a. Describe the design of the Chapter I project (pull-out, in-class replacement model, after school, summer, etc.)

The project provides an in-school small group instruction (pull-out) component for sixty minutes one day per week, with instruction given by the Chapter I teacher, with groups of four to six students.

There is a Home component that gives reinforcement of the in-school session for sixty minutes one day per week.

A parent packet component provides further reinforcement and practice of the skills presented during the first two components. It is suggested that the parent work each day for about fifteen minutes with the child.

b. Describe any design features you believe are unique to your project.

The major strength of the kindergarten program is in its tri-levels. The majority of the materials used are handmade and are geared to a specific skill deficit that the child may have.

Other unique features are:
The parent watches the home visitor work with materials for helping the child at his/her level of development. Later during the week, the parent assists the child in working through the parent packet of materials. This teaches the parents how to help their child, an important facet in the learning process.
A success-oriented approach beginning with activities at the de-

developmental level where the child can be successful, and then introducing new skills in both the small group setting and one-on-one setting. The student becomes a confident learner as success is realized.

A broad range of creative materials and activities are designed to correlate with the Storybook curriculum to introduce new reading readiness basic skills at an ever-advancing level. This is done in the kindergarten resource room, often referred to as "Santa's Workshop" where teacher aides work under the direction of the kindergarten teache

c. What procedures are used to determine what materials, methods, or approaches should be used with each child or group of children?

Because the Chapter I kindergarten program operates within the district's regular curriculum, the program follows the same developmental basic skill progression. Creative materials are used as vehicles for presenting the same basic skills in another way to keep the interest level high.

In the small group approach, as well as the Home-Visit sessions, assurances that children have heard and understood directions are paramount. Individual monitoring and much encouragement bring improvement and finally success.

d. Describe the materials, equipment, and methods used most often in the Chapter I project. How were they selected?

The Chapter I project follows the same basic skill areas as the regular kindergarten, only the developmental level is a step or two lower and the skill vehicles are different.

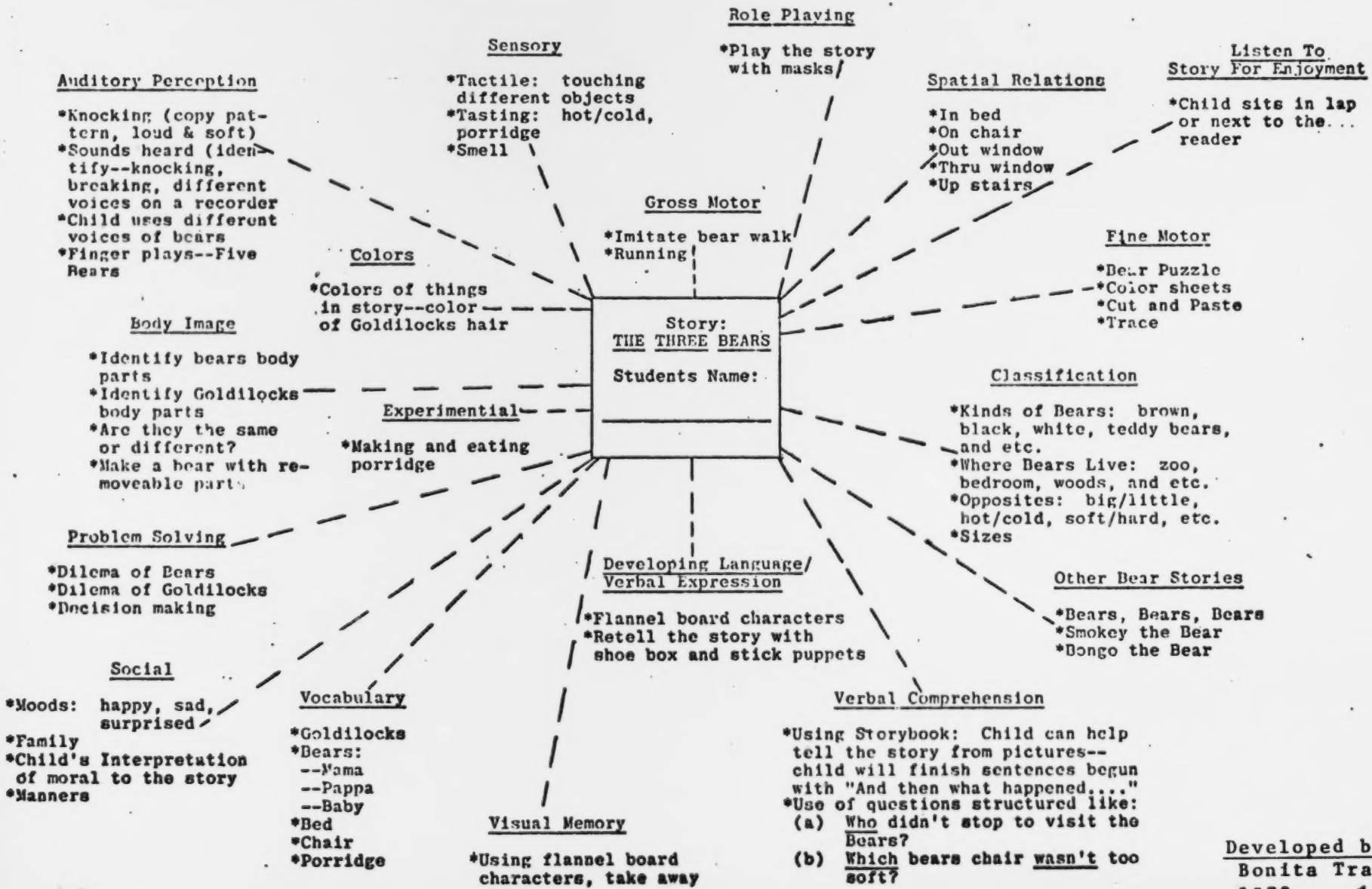
The Chapter I kindergarten program uses Folk Tales and Nursery Rhymes as the basis of the curriculum. (See chart on next page.) Illustrating stories, filmstrips, puzzles, games, work sheets, mazes, conversations, role playing, tape players, and re-telling are all techniques, materials, and methods of presenting reading readiness basic skills used by the project teacher and home visitors.

The Parent Packet contains materials that span several of the reading readiness basic skill areas. An example of a packet includes: A worksheet that reviews the 1-5 number sequence. A dot to dot pumpkin. Colored scraps to tear and create a collage of color to paste within a circle, triangle, and square previously cut in the home visit. A sheet that includes an example of the child's correct name and letter formation, with room for practice. A puzzle or other manipulative material; i.e. bears and blocks, mosaics, fine motor. A game, Candyland, colors - Ship Ahoy, shapes, developing sportsmanship as well as skills.

These creative materials were selected to supplement the regular district program and maintain a high level of interest and excitement. Also, we are aware of the lack of cultural background of these Chapter I students, so enjoyment and enrichment are important objectives.

FIGURE 1

The following is an example of some of the developmental tasks taught utilizing the Story-book curriculum. Each child's sheet would have the areas listed (experiential, role playing and so forth) with tasks based on the child's developmental ages within the areas. Not all areas are applicable to all stories. The areas listed encompass the total child's educational experience, with emphasis placed on his areas of weakness but not neglecting the other areas.



Developed by:
Bonita Trauba
1978

e. How is the development of Study Skills incorporated in the Chapter I Project?

Study skills are taught and reinforced in all three areas of the Chapter I kindergarten program: Instruction, Reinforcement, and Practice. Study skills objectives at this developmental level are:

Listening to directions
Following the directions given
Learning to ask for help when needed
Staying on task to completion

The goal is to become a confident learner.

f. How are children grouped for instruction in the Chapter I project?

Chapter I eligible students may receive Chapter I intervention in the Instruction component that serves all eligible kindergartners in the Chapter I targeted district schools. There are multiple levels of remedial instruction in these small group sessions. The group size is typically four to six per Chapter I teacher.

In addition to enrollment in the Chapter I intensified classes, these low-achieving students receive one-on-one instruction during the Reinforcement and Practice portions of the Chapter I kindergarten project.

g. Describe how learning activities are varied to provide both challenge and success to participants.

The kindergarten project provides for variation by following the seasons and holidays of the year, which provide ever new vehicles for the reinforcement of the reading readiness basic skills.

The small class size enables each student to experience positive peer relationships which allow for cooperative efforts in investigating and applying basic skills. This reinforces the reading readiness basic skills necessary for acceptance and success in their regular kindergarten experience.

h. What procedures are used to determine whether the materials, methods, and approaches used with each child or group of children remain effective over time?

By weekly conferences with the home visitor and regular kindergarten teacher, the Chapter I teacher monitors student achievement and instructional effectiveness.

The Chapter I pre - post tests results provide student scores that make it possible to show effectiveness of the instructional component.

7. <u>High Expectations for Student Learning and Behavior</u>

a. Describe how students are encouraged to participate in activities (through regular school program) that will be challenging.

The Chapter I program promotes student and parent involvement in all aspects of school life. The home visitor provides regular encouragement to the student with their parents to participate in school and district activities, such as "Reading Day at the Mall".

b. Describe any other ways Chapter I teachers communicate positive expectations about achievement and behavior to all Chapter I students. How are the regular classroom teachers encouraged to communicate positive expectations?

The Chapter I kindergarten program provides a highly structured learning environment, encouraging high expectations of performance based on positive teacher feedback and parental enthusiasm.

The Chapter I kindergarten teacher, the home visitor, and Chapter I Coordinator interface with regular classroom teachers and other school personnel to promote positive expectations regarding disadvantaged students.

8. Positive School/Classroom Climate

a. In general, how would you describe the climate of your school/ Chapter I project classes (orderly, disciplined, etc.)? What has been done to create this climate?

The Chapter I kindergarten program learning climate focuses on reading readiness basic skill achievement, inclusion of parents in the process, and helping the students become confident learners.

Important characteristics of the project learning climate are: strong leadership from administration and dedicated staff committed to project goals; high teacher expectations; a motivating, positive, atmosphere for learning; ongoing monitoring of student progress; and productive learning experiences.

A positive project learning climate has been created through:

1) The use of the Basic Skills Chart designed to identify goals and define both curriculum and instruction.
2) High teacher expectations, positive feedback, a structured learning experience, constant reinforcement via changing activities and quality time on task are important parts of the positive learning climate.
3) The small group size allows for constant supervision and helps insure success.
4) A developmentally appropriate, enriching program of services providing a continuation of multiple instructional components to meet the unique needs of the low-achieving students.

*9. Maximum Use of Academic Learning Time

a. Describe how classroom and learning activities are managed to maximize instructional time (student engaged time or time on task).

The Chapter I kindergarten program is designed so that the teacher and home visitor are directly engaged with the student 100% of the time during the instructional periods. Skill charts maintained on each child provide a basis for reinforcement of already mastered concepts and skills plus the presentation of enrichment materials.

The Instruction component's small class size and the Reinforcement and Practice components' one-on-one focus all allow multiple direct student/teacher, student/home visitor, or child/parent interactions during each session. The low-achieving student is provided with a well structured learning environment when expectations are well defined and active participation is required.

b. What procedures are used to ensure reinforcement of instruction provided in the Chapter I class either independently by the student after school or with parents (e.g., homework)?

The Chapter I program ensures reinforcement of classroom instruction through the home visit Reinforcement component with its parent contact, which provides the student with extra time on task for additional instruction, and the Parent-Packet materials, which provide practice and reinforcement of the instruction presented in first and second components.

10. Closely Monitored Student Progress

a. Describe formal and informal procedures used for monitoring student progress in the Chapter I project.

The instructional management system developed from the Cognitive Assessment Battery for pre-kindergarten and kindergarten teachers (Teachers College Press, Columbia University, New York and London, 1981) measures skill development in the following pre-reading areas:

1) orientation towards one's environment
2) discrimination of similarities and differences
3) comprehension and concept formation
4) fine motor coordination

Student progress is closely monitored through an ongoing process. A series of skill charts are designed to take the student up through the reading readiness skill levels to their age-appropriate readiness level.

11. Regular Feedback and Reinforcement

a. Describe procedures for informing students about their progress in the Chapter I project.

At the beginning of the school year the students are pre-tested with the Cognitive Skills Assessment Battery. During the initial home visit the test results are explained to the parent by the teacher and their home visitor is introduced to the child and parent.

b. How often and in what ways is feedback provided to parents and to regular classroom teachers?

The parents are involved and have increased awareness in both the reinforcement and the practice components. They become aware of their child's specific needs and are able to assist their child in becoming a successful kindergartner. The classroom teacher gets ongoing feedback from the students who are so delighted with their newly learned skills that they are eager to share and use them in the regular kindergarten experience. The skill charts provide documentation on child's progress for parent at home and to the teacher at the weekly Monday morning staff meetings.

12. Excellence Recognized and Rewarded

a. Describe how the Chapter I project recognizes student progress and achievement.

a) Praise for student success is integral to the instructional program;
b) Skill progress charts are used to provide positive reinforcement for expected behaviors;
c) Immediate feedback is given to students by earning stickers for successful accomplishments in the academic area.

b. How does the project recognize and/or reward outstanding teaching?

The program recognizes effective teaching through the selection of staff. The district teacher evaluation system provides opportunities to note outstanding contributions of the Chapter I staff for inclusion in the teacher's personnel file.

13. Evaluation Results Used for Project Improvement

a. Describe the procedures for evaluating the effectiveness of the Chapter I project design. Have aspects of the project other than student achievement been evaluated (e.g., process evaluation)?

The Chapter I project uses the Cognitive Skills Battery each year to measure the program's effectiveness. The results of the test are compiled, revealing areas of greatest self need for program development. (See last page for results.)

b. When was the most recent project evaluation completed? Who participated and what was evaluated? How often have evaluations taken place?

The project uses both the annual Chapter I Program Needs Assessment and the kindergarten pre - and post test compilation for annual evaluations. The skill charts serve as an on-going process for evaluation of the Reinforcement and Practice phases of the program.

c. How are parents and other members of the community informed about the project's effectiveness?

Parents, being a part of the program, are informed by an on-going view of the program's effectiveness; e.g. communication with skill charts, parent conferences, newspaper articles.

d. Provide some examples of ways in which the evaluation results have been used to improve the design of the Chapter I project.

Based on the 1983-84 needs assessment surveys, the following recommendations were incorporated into the 1984-85 program to improve the program's effectiveness:

a) The introduction of the skill progress charts in the home visit to attempt to improve student achievement across the content areas by a better management system.
b) Production of a presentation for dissemination of information about the success of the kindergarten project.

III. PROJECT EFFECTIVENESS AND ACHIEVEMENT

A. Basic Grants Program:

Chapter I Pre and Post Test Impact Study

Chapter I intervention has enabled the educationally disadvantaged student to accelerate his/her achievements sufficiently to move successfully through kindergarten to first grade. According to the 1984-85 test post results, 59% of the kindergartners receiving the services of Chapter I were able to move on to first grade and did not need further Chapter I services.

CHAPTER I KINDERGARTEN PERFORMANCE ON CSAB* IN FALL AND SPRING 1983-84, 1984-85

SKILL	1983-84 NO. OF STUDENTS MASTERING SKILL Pre	1983-84 NO. OF STUDENTS MASTERING SKILL Post	1983-84 POST PERCENTAGE MASTERED	1984-85 NO. OF STUDENTS MASTERING SKILL Pre	1984-85 NO. OF STUDENTS MASTERING SKILL Post	1984-85 POST PERCENTAGE MASTERED
1. Orientation toward one's environment						
a. name	17	36	100.00%	23	42	100.00%
b. body parts				39	42	100.00%
c. picture person	2	21	58.33%	1	36	85.71%
d. address & telephone	9	35	97.22%			
address				10	40	95.23%
telephone				6	36	85.71%
2. Discrimination of similarities & differences						
a. color identification	18	34	94.44%	34	42	100.00%
b. shape identification	9	28	77.78%	14	42	100.00%
c. visual memory	15	35	97.22%	15	40	95.23%
d. auditory discrimination	24	33	91.67%	20	38	90.47%
e. circus recall	4	18	50.00%	5	32	76.19%
3. Comprehension & concept formation						
a. number knowledge	16	34	94.44%	25	41	97.61%
b. information from pictures	23	33	91.67%	12	42	100.00%
c. story comprehension	5	25	69.44%	3	33	78.57%
d. multiple directions	7	25	69.44%	3	34	80.95%
e. vocabulary	10	32	76.19%	9	38	90.47%
4. Coordination						
a. visual motor	8	25	69.44%	9	37	88.09%

(Due to mobility of students, the number of students reported as served and the number of students tested are not the same.)

*Cognitive Skills Assessment Battery for Pre-kindergarten and Kindergarten, second edition, Teacher's College Press, Columbia University, New York and London, 1981.

Addendum

District SCHOOL DISTRICT OF SUPERIOR

I have reviewed the information contained in this addendum and, to the best of my knowledge, it is accurate.

Superintendent's Signature	Date
Appropriate District Official or Chapter 1 Coordinator's Signature	Date

Please respond to the following questions which were included in the revised nomination form:

3. PARENT/COMMUNITY INVOLVEMENT

c. What opportunities exist for parents to participate in decisions about their children's education?

1) The parents are involved in and have opportunities to participate in decisions about their child's education during each weekly home visit - phase two - of the program. They may suggest a different approach to a specific skill as well as suggest other areas of need their child is experiencing.

2) The Chapter I Needs Assessment Survey conducted each spring gives the parents an opportunity to indicate areas of greatest need in their child's educational process.

8. POSITIVE SCHOOL/CLASSROOM CLIMATE

b. How do the program's practices and policies foster the development of sound character, and demonstrate values and the ability to work in a self-disciplined and purposeful manner?

Positive school/classroom climate is the major thrust of this Chapter I Kindergarten Program.

The Storybook curriculum has been developed with this goal in mind. Besides being enriching, the Storybook curriculum provides unending opportunities for recognizing, experiencing, and modeling the attributes of thoughtfulness - caring - kindness and consideration of others. The stories, poems, nursery rhymes, fables, and folk tales with their accompanying activities, i.e., puzzles, games, rhebus, mazes, and work sheets provide a positive and enjoyable total learning experience.

At the beginning of the program all activities are carefully

(additional space for this question on next page)

Addendum (cont.)

b. How do the program's practices . . . and purposeful manner? (cont.)

chosen to respond to the developmental level at which the children function. The activities are closely monitored to catch mistakes before they are made to establish a success oriented atmosphere. As the children begin to build a broader base of pre-reading skills, they develop greater confidence in their own ability to succeed needing less direct intervention by the teacher. The focus in the second semester is on following directions and working independently through increasingly higher level activities in a self-disciplined purposeful manner.

c. Describe the practices or activities designed to foster pride and high morale among students and staff.

1) The Skill charts are designed both for the parent and child to use as an incentive for the child to practice skills until success can be rewarded with a sticker.

2) The Chapter I children at the kindergarten level feel very "special" being able to go with the Chapter I teacher.

3) The excitement and speculation are great as to what they are going to do today in the classroom, or during the home-visit, or the parent packet.

4) Success, we've found, is its own best teacher.

III. PROJECT EFFECTIVENESS AND ACHIEVEMENT

Provide a statement summarizing why the outcomes for the nominated program or project are considered significant. Summary data and specific examples must be provided to show that achievement or other outcomes exceed results of prior years with the particular population served.

The outcomes for the nominated project are considered significant by finding that 59% of the kindergarten students served by the project moved on to the first grade without needing further Chapter I intervention.

Summary data indicated on the performance chart (page 15) provides specific examples to show that achievement for 1984-85 exceeds results of the previous year with the children of the lower socio-economic population that are served in the Superior school district Chapter I program.